



Transition

A Multicultural Perspective

The transition from early intervention services to preschool services presents many challenges to children, families, service providers, and programs. The needs and preferences of families from culturally and linguistically diverse groups may pose additional challenges.

Bruns, D. and Fowler, S. (2001). *Transition is More Than a Change in Services: The Need for a Multicultural Perspective* (CLAS Technical Report #4). Champaign, IL, University of Illinois at Urbana-Champaign, Early Childhood Research Institute on Culturally and Linguistically Appropriate Services. [Online]. Available: <http://clas.uiuc.edu/techreport/tech4.html> [Retrieved: 2004, July 7].



Transition is a reciprocal process where families and service providers must work together in order to prepare, implement, and evaluate the outcomes for those involved.

The following five factors are critical in meeting the transition needs of young children with disabilities and their families from culturally and linguistically diverse groups:

- Community context
- Collaboration
- Communication
- Family concerns
- Continuity

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Community Context

An awareness and understanding of the community context is needed for planning, implementing, and evaluating transitions. It is important to identify family patterns of reaction to stress within their ethnic and cultural contexts, and to identify and analyze patterns of service delivery of agencies serving children and families. The use of “cultural guides” can be helpful in understanding community values and practices.



Collaboration

Collaboration with families is essential during times of transition. (Bruder & Chandler, 1996; Fowler, et al., 1991; Hains et al., 1988; Hanline & Knowlton, 1988; Wolery, 1989)

An understanding of cultural traditions concerning education and interaction with professionals will assist in formulating realistic options for collaboration in transition planning, implementation, and evaluation. A true partnership cannot be formed without explicit attention to cultural variation and preferences for involvement in transition efforts. (Lynch & Hanson, 1992)



Communication

Communication with families and family feedback is vital to enhancing communication between all individuals involved in transition efforts. Families from culturally and linguistically diverse groups should be encouraged to share their expertise and experiences through formal and informal means of feedback. In this way, communication issues and barriers can be more readily identified and remediated.



Family Concerns

Service providers must be responsive to family concerns when planning, implementing, and evaluating transitions. This requires mutual respect and trust. Research is needed in order to develop specific strategies and methods that effectively address the concerns of culturally and linguistically diverse groups.

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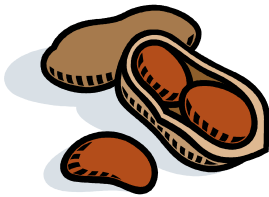
Continuity

Continuity between home and program must be incorporated throughout the transition process. For example, differences in program or agency philosophy and curriculum can be eased by promoting communication across programs and gradually preparing children for changes, reducing stress and more actively involving families in the process.

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So, in a nutshell, what can the service coordinator do to facilitate transition when children are on the move?

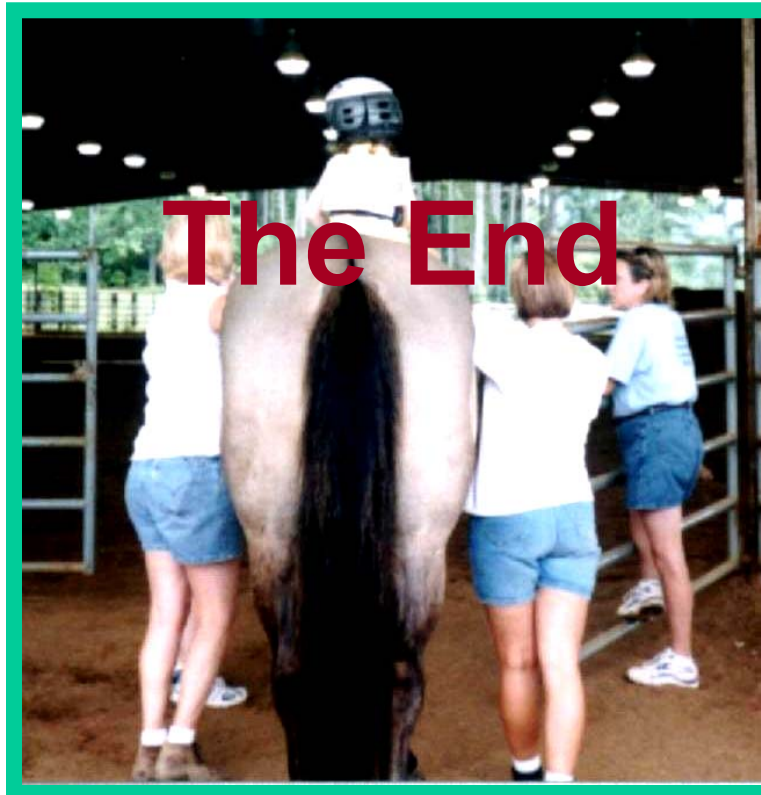




National Association for the Education of Young Children (NAEYC) offers four recommendations to guide transition efforts:

- Ensure program continuity
- Maintain ongoing communication and cooperation among staff in sending and receiving programs (Bredekamp & Copple, 1997)
- Encourage providers to prepare children for transition through books, photographs, and dramatic play activities
- Involve parents in transition planning

Bruns, D. and Fowler, S. (2001). *Transition is More Than a Change in Services: The Need for a Multicultural Perspective* (CLAS Technical Report #4). Champaign, IL, University of Illinois at Urbana-Champaign, Early Childhood Research Institute on Culturally and Linguistically Appropriate Services. [Online]. Available: <http://clas.uiuc.edu/techreport/tech4.html> [Retrieved: 2004, July 7].



Time for a Break!



Transition Video Clip

Instruct participant to view the short video vignette on transition from *Pathways in Early Intervention Service Coordination: A Video & Companion Guide*. Allow a few moments for participant to respond to the questions posed in the video segment. Ordering information for this video is listed below.

The trainer may choose to use another short clip (5-10 minutes) that illustrates a family's feelings at the time of transition, if the trainer has access to such a clip without purchasing this video.

***Pathways in Early
Intervention Service
Coordination: A Video &
Companion Guide: 1996***



This 30-minute training videotape illustrates some of the personal challenges in the provision of early intervention service coordination. It features:

- An interactive problem-solving format
- Four realistic vignettes that highlight issues corresponding to the Pathways framework for service coordination
- A companion guide supporting individual or group involvement

Cost: \$80.00 (shipping and handling: \$5.00)

For further information:

Phone: (608) 265-2544

Email: sanders@waisman.wisc.edu

Please send agency purchase order or check only. Checks should be made out to: *Pathways – Waisman Center*. Send check and form found on internet site to:

The Waisman Center

Room S101G

Early Intervention Program

1500 Highland Ave.

Madison, WI 53705-2280

<http://www.waisman.wisc.edu/birthto3/products.html>



Introduction to *Paving the Way for a Successful Transition* Personal Reflection on Life Changes

Instructions for Trainer

This activity was designed to be used with a large group, but can be modified. It can be explained and used as an introductory activity for *Paving the Way for Successful Transition*.

1. Explain to the group that change/transition can be very stressful, regardless of whether the change is positive or negative. Change often evokes strong emotional responses.
2. Instruct participant(s) to think about a time of major change in their lives. They will be asked to identify and share the feelings evoked by this change. Since the transitions may be personal, the participant(s) will not need to share the actual event, but may if desired.
3. Ask each participant to list on a note card and be prepared to share her feelings experienced during a major transition.
4. Record the feelings on chart paper or chalk/white board. Leave them posted until the end of the session.
5. At the end of the training session, return to the list of feelings. Have the participant(s) address each feeling and ask if that feeling might occur during transition from early intervention services. Ask the person who identified the feeling for suggestions for steps that could be put into place during transition to help. Invite others to add comments.

For training with individuals or small groups:

1. Ask each person to identify their feelings about a personal change by writing down the feelings they experienced at the time. At the end of the training session, return to their identified feelings, and ask them to share how those feelings could have been addressed.



Transition: Part C, Early Intervention

1	Regulations require that Transition Conference <u>must</u> be held at least 90 days, and at the discretion of the team, up to 4 months prior to the child's 3 rd birthday.	T	F
2	The required people who should attend the Transition Planning Conference are: <ol style="list-style-type: none"> 1. Part C designated service coordinator 2. TEIS representative (if TEIS is not the designated service coordinator) 3. Part B LEA representative 4. Parents 	Select the best response: A. 1 and 2 B. 1, 2 and 4 C. 2, 3 and 4 D. All of the above	
3	The Part C designated service coordinator discusses the process of eligibility determination and classification for preschool.	T	F
4	The primary purposes of the Transition Planning Conference are: <ol style="list-style-type: none"> 1. To identify a continuum of possible preschool service delivery options 2. To revise and enhance the transition plan 3. To determine eligibility for preschool 4. To ensure that eligible children receive FAPE on or before their 3rd birthday 	Select the best response: A. 1 and 2 B. 1, 2 and 4 C. 2, 3 and 4 D. All of the above	
5	Parents must sign a Release of Information form for the Part B representative to obtain additional records from other agencies.	T	F
6	If a child is not eligible for Part B services which of the following statement(s) is/are correct? <ol style="list-style-type: none"> 1. The Part C designated service coordinator must make reasonable effort to convene a conference with the family to discuss other appropriate services. 2. Early intervention has no further responsibility. 3. Parent consent must be received to conduct further necessary evaluations. 4. Additional evaluations must be conducted to validate initial findings. 	Select the best response: A. 1 B. 1 and 2 C. 1, 2 and 3 D. All of the above	
7	The Transition Planning Conference can be convened only with the approval of the parents.	T	F
8	The Part B Assessment Team is responsible for identifying the appropriate assessments, evaluation, and clinical records which are needed to determine the child's eligibility and classification for Part B services.	T	F

9	To determine the child's eligibility for Part B services, the team should identify the appropriate: 1. Evaluations and assessments 2. Clinical records 3. Placement options 4. Services	Select the best response: A. 1 and 2 B. 3 and 4 C. 1, 2 and 3 D. 2, 3 and 4
10	Home instruction, special school, and itinerant are a part of the continuum of preschool services.	T F
11	Facilitating observations by early intervention staff at the child's home, group activity, or preschool or childcare should be considered.	T F
12	At the Transition Planning Conference, a discussion should include which of the following activities? 1. The child's Part B placement 2. A discussion of other child records which are needed 3. How parents can participate in evaluation and eligibility activities 4. When the evaluation should be completed	Select the best response: A. 1, 2 and 3 B. 1, 3 and 4 C. 2, 3 and 4 D. All of the above
13	Planned visits to both the local preschool programs and other options are acceptable strategies to inform families about preschool environments.	T F
14	If the family chooses <u>not</u> to participate in Part B services, it is the responsibility of the Part B preschool representative to revise the transition plan to support the family's transition to the community.	T F
15	Relative to the Transition Planning Conference, which of the following statements are accurate? 1. A discussion of the least restrictive environment 2. An introduction to the IEP process and a discussion of potential IEP team members 3. Information should be included about transportation options 4. The preschool teacher and class should be identified	Select the best response: A. 1, 2 and 3 B. 1, 3 and 4 C. 2, 3 and 4 D. All of the above
16	For children with sensory loss, the transition plan must reflect strategies specific to sensory loss which will further prepare them for participation in the Part B preschool environment.	T F
17	Which of the following assessments give sensory specific information for children who are deaf? 1. Speech evaluation 2. Ophthalmologic reports 3. Auditory skills checklist 4. Audiological reports	Select the best response: A. 1 and 2 B. 1, 2 and 3 C. 1, 3 and 4 D. All of the above



Transition: Part C, Early Intervention

Answer Key

1	Regulations require that Transition Conference <u>must</u> be held at least 90 days, and at the discretion of the team, up to 4 months prior to the child's 3 rd birthday.	T <input checked="" type="radio"/> F
2	The required people who should attend the Transition Planning Conference are: 1. Part C designated service coordinator 2. TEIS representative (if TEIS is not the designated service coordinator) 3. Part B LEA representative 4. Parents	Select the best response: A. 1 and 2 B. 1, 2 and 4 C. 2, 3 and 4 D. <u>All of the above</u>
3	The Part C designated service coordinator discusses the process of eligibility determination and classification for preschool.	T <input checked="" type="radio"/> F
4	The primary purposes of the Transition Planning Conference are: 1. To identify a continuum of possible preschool service delivery options 2. To revise and enhance the transition plan 3. To determine eligibility for preschool 4. To ensure that eligible children receive FAPE on or before their 3 rd birthday	Select the best response: A. 1 and 2 B. <u>1, 2 and 4</u> C. 2, 3 and 4 D. All of the above
5	Parents must sign a Release of Information form for the Part B representative to obtain additional records from other agencies.	<input checked="" type="radio"/> T F
6	If a child is not eligible for Part B services which of the following statement(s) is/are correct? 1. The Part C designated service coordinator must make reasonable effort to convene a conference with the family to discuss other appropriate services. 2. Early intervention has no further responsibility. 3. Parent consent must be received to conduct further necessary evaluations. 4. Additional evaluations must be conducted to validate initial findings.	Select the best response: A. <u>1</u> B. 1 and 2 C. 1, 2 and 3 D. All of the above
7	The Transition Planning Conference can be convened only with the approval of the parents.	<input checked="" type="radio"/> T F
8	The Part B Assessment Team is responsible for identifying the appropriate assessments, evaluation, and clinical records which are needed to determine	<input checked="" type="radio"/> T F

	the child's eligibility and classification for Part B services.	
9	To determine the child's eligibility for Part B services, the team should identify the appropriate: <ul style="list-style-type: none"> 1. Evaluations and assessments 2. Clinical records 3. Placement options 4. Services 	Select the best response: A. 1 and 2 B. 3 and 4 C. 1, 2 and 3 D. 2, 3 and 4
10	Home instruction, special school, and itinerant are a part of the continuum of preschool services.	<input checked="" type="radio"/> T F
11	Facilitating observations by early intervention staff at the child's home, group activity, or preschool or childcare should be considered.	<input checked="" type="radio"/> T F
12	At the Transition Planning Conference, a discussion should include which of the following activities? <ul style="list-style-type: none"> 1. The child's Part B placement 2. A discussion of other child records which are needed 3. How parents can participate in evaluation and eligibility activities 4. When the evaluation should be completed 	Select the best response: A. 1, 2 and 3 B. 1, 3 and 4 C. 2, 3 and 4 D. All of the above
13	Planned visits to both the local preschool programs and other options are acceptable strategies to inform families about preschool environments.	<input checked="" type="radio"/> T F
14	If the family chooses <u>not</u> to participate in Part B services, it is the responsibility of the Part B preschool representative to revise the transition plan to support the family's transition to the community.	T <input checked="" type="radio"/> F
15	Relative to the Transition Planning Conference, which of the following statements are accurate? <ul style="list-style-type: none"> 1. A discussion of the least restrictive environment 2. An introduction to the IEP process and a discussion of potential IEP team members 3. Information should be included about transportation options 4. The preschool teacher and class should be identified 	Select the best response: A. 1, 2 and 3 B. 1, 3 and 4 C. 2, 3 and 4 D. All of the above
16	For children with sensory loss, the transition plan must reflect strategies specific to sensory loss that will further prepare them for participation in the Part B preschool environment.	<input checked="" type="radio"/> T F
17	Which of the following assessments give sensory specific information for children who are deaf? <ul style="list-style-type: none"> 1. Speech evaluation 2. Ophthalmologic reports 3. Auditory skills checklist 4. Audiological reports 	Select the best response: A. 1 and 2 B. 1, 2 and 3 C. 1, 3 and 4 D. All of the above



Transition: Part B, Preschool

1	The Part B representative is responsible for conducting the IEP meeting.	T	F
2	The IEP must be in effect on or before the child's 3 rd birthday in order to guarantee a Free Appropriate Public Education (FAPE).	T	F
3	Which of the following people are required to attend the IEP meeting? 1. Parents 2. Regular education teacher 3. Special education teacher 4. Part B representative 5. Part C representative 6. An individual to interpret evaluation results	Select the best response: A. 1, 3, 4 and 5 B. 1, 3, 4, 5 and 6 C. 1, 2, 3, 4 and 6 D. All of the above	
4	When developing the IEP, the first step is to determine the child's goals, short-term objectives, and/or benchmarks.	T	F
5	Prior notice must be given before the initial placement.	T	F
6	What is the correct order in which the following three activities must occur? 1. Determine placement 2. Determine eligibility 3. Develop the IEP	Select the best response: A. 1, 2, 3 B. 1, 3, 2 C. 2, 1, 3 D. 2, 3, 1	
7	The primary purpose of the IEP meeting is to determine eligibility and placement.	T	F
8	Parents should be informed of their child's progress as often as parents are informed of a non-disabled child's progress.	T	F
9	Program modifications and supports for school personnel must enable those personnel to help the child: 1. advance appropriately toward attaining the annual goals 2. obtain age appropriate skills 3. participate and be educated with disabled and non-disabled children 4. progress or be involved in the general curriculum	Select the best response: A. 1, 2 and 3 B. 1, 3 and 4 C. 2, 3 and 4 D. All of the above	
10	All children receiving a free and appropriate public education are eligible for extended school year services.	T	F

11	When discussing frequency, duration, and location of services, location refers to the building address or room where the services will be provided.	T	F
12	Special education, supplementary aides, and related services provided to a child must enable the child: <ul style="list-style-type: none"> 1. To participate and be educated with disabled and non-disabled children 2. To progress or be involved in appropriate activities 3. To advance appropriately toward attaining the annual goals 4. To attend the community preschool 	Select the best response: A. 1 and 3 B. 1, 2 and 3 C. 2, 3 and 4 D. All of the above	
13	A written explanation must be provided describing the extent to which the child will <u>not</u> participate with non-disabled children in regular classroom activities.	T	F
14	Placement is determined only after the IEP is developed. Before this, there should be no presumption or predetermination of placement.	T	F
15	Which of the following must the IEP team consider if appropriate? <ul style="list-style-type: none"> 1. A behavior intervention plan for a child whose behavior impedes other's learning 2. Assistive technology devices if needed by the child 3. The language needs of a child with limited English proficiency 4. Instruction in pre-braille for a child who is blind or visually impaired 	Select the best response: A. 1, 2 and 3 B. 1, 3 and 4 C. 2, 3 and 4 D. All of the above	
16	Eligibility and placement can only be determined during the IEP team meeting.	T	F



Transition: Part B, Preschool
Answer Key

1	The Part B representative is responsible for conducting the IEP meeting.	<input checked="" type="radio"/> T	F
2	The IEP must be in effect on or before the child's 3 rd birthday in order to guarantee a Free Appropriate Public Education (FAPE).	<input checked="" type="radio"/> T	F
3	Which of the following people are required to attend the IEP meeting? 1. Parents 2. Regular education teacher 3. Special education teacher 4. Part B representative 5. Part C representative 6. An individual to interpret evaluation results	Select the best response: A. 1, 3, 4 and 5 B. 1, 3, 4, 5 and 6 C. <u>1, 2, 3, 4 and 6</u> D. All of the above	
4	When developing the IEP, the first step is to determine the child's goals, short-term objectives, and/or benchmarks.	T	<input checked="" type="radio"/> F
5	Prior notice must be given before the initial placement.	<input checked="" type="radio"/> T	F
6	What is the correct order in which the following three activities must occur? 1. Determine placement 2. Determine eligibility 3. Develop the IEP	Select the best response: A. 1, 2, 3 B. 1, 3, 2 C. 2, 1, 3 D. <u>2, 3, 1</u>	
7	The primary purpose of the IEP meeting is to determine eligibility and placement.	T	<input checked="" type="radio"/> F
8	Parents should be informed of their child's progress as often as parents are informed of a non-disabled child's progress.	<input checked="" type="radio"/> T	F
9	Program modifications and supports for school personnel must enable those personnel to help the child: 1. advance appropriately toward attaining the annual goals 2. obtain age appropriate skills 3. participate and be educated with disabled and non-disabled children 4. progress or be involved in the general curriculum	Select the best response: A. 1, 2 and 3 B. <u>1, 3 and 4</u> C. 2, 3 and 4 D. All of the above	

10	All children receiving a free and appropriate public education are eligible for extended school year services.	T	<input type="radio"/> F
11	When discussing frequency, duration, and location of services, location refers to the building address or room where the services will be provided.	T	<input type="radio"/> F
12	Special education, supplementary aides, and related services provided to a child must enable the child: <ol style="list-style-type: none"> 1. To participate and be educated with disabled and non-disabled children 2. To progress or be involved in appropriate activities 3. To advance appropriately toward attaining the annual goals 4. To attend the community preschool 	Select the best response: A. 1 and 3 B. <u>1, 2 and 3</u> C. 2, 3 and 4 D. All of the above	
13	A written explanation must be provided describing the extent to which the child will <u>not</u> participate with non-disabled children in regular classroom activities.	<input type="radio"/> T	F
14	Placement is determined only after the IEP is developed. Before this, there should be no presumption or predetermination of placement.	<input type="radio"/> T	F
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16	Eligibility and placement can only be determined during the IEP team meeting.	<input type="radio"/> T	F



Paving the Way for a Successful Transition-Pretests

Trainer Instructions


Provide a copy of the Part B and Part C Pretests to participant, and instruct them to complete both. It is not necessary for the participant to put their name on the tests, as this is a learning activity, not a measure of achievement. If there are a number of participants, consider allowing groups of 2-3 individuals from Part C and Part B programs to work collectively in answering the questions. Gather the tests for later review.



TENNESSEE
STATE DEPARTMENT OF EDUCATION
OFFICE OF COMMISSIONER
NASHVILLE, TENNESSEE 37243-0375

MEMORANDUM

TO: Special Education Supervisors

FROM: Joseph E. Fisher 

RE: Preschool Special Education Services

DATE: January 10, 1999

IDEA '97 mandates that participation of a "regular education teacher" in every individual education plan (IEP) meeting. The law also requires that every IEP address how the child will participate in the general education curriculum or for preschoolers, "age appropriate activities" 300.347(a) (iii) it is relatively easy to understand how these two requirements apply to school age students. It is much less straightforward to determine what these requirements mean for eligible preschool. The purpose of this memorandum is to clarify two issues related to special education services for preschoolers 1) participation in IEPs by regular educator and; 2) the general education curriculum.

For the purpose of this discussion a regular education teacher is someone with training, expertise, and experience in the development and education of children birth through-8 years. This teacher has the ability to offer information about developmentally appropriate expectations and practices. Teachers with this kind of expertise may have teaching certification in early childhood education, elementary education with Pre-K and/or kindergarten experience. Individuals with dual certification in early childhood education, early childhood special education may fill the "regular educator" on the IEP team. Also, individuals with a child development associate (CDA) credential may be considered as a regular education teacher.

Curriculum is the framework that guides the overall organization and implementation of a program. It includes both the content and methods employed in the classroom or program. When developing a child's IEP, the general curriculum framework should be referenced to determine age-appropriate activities and materials to be used to implement the child's IEP. The 1995 State Board Tennessee Early Childhood Education Plan states that

“The developmental learning program will address all areas of a child’s development: cognitive, physical, emotional, social and communication. The program will provide learning experiences in each developmental area and be deliver in an integrated fashion, which provides daily active learning through exploration and play. Materials and equipment used will be appropriate in size and complexity to the age of the children. All materials and equipment will provide for concrete, real and relevant experiences and all for a wide range of developmental interests, abilities and cultural diversity among the particular children in a group, p15.”

.”Age appropriate activities” should be determined by using a curriculum designed for young children. Some acknowledged early childhood curricula including *The Creative Curriculum*, *The High Scope Curriculum*, *The Assessment, Evaluation, and Programming System (AEPS)*, *the Hawaiian Early Learning Profile (HELP)* and *The Carolina Curriculum for Children*. The requirement that the child participate in “age-appropriate activities” may also be met by consulting the *National Association of Education of Young Children (NAEYC) Developmentally Appropriate Practice Guidelines* Modifications, accommodations, or adaptations may be needed in the general curriculum in order for the child to achieve the IEP goals and objectives.

The issues of participation of the regular education teacher and the general education curriculum in IEPs for preschool eligible children require thoughtful consideration. You are encouraged to contact the early childhood consultant to provide training and technical assistance on these issues: Debbie Cate, in the East Tennessee Regional Resource Center at 423-594-5691; Sondra Dade, in the Middle Tennessee Regional Resource Center at 615-532-3258 and Martha Price, in the West Tennessee Regional Resource Center at 901-421-5074.

CC: Regional Resource Coordinators
Early Childhood Consultants
Compliance Consultants



TENNESSEE
STATE DEPARTMENT OF EDUCATION
OFFICE OF COMMISSIONER
NASHVILLE, TENNESSEE 37243-0375

MEMORANDUM

To: Special Education Supervisors/Directors
Principals Public/Private Schools

From: Joseph Fisher, Assistant Commissioner

Date: April 23, 2001

Re: Extended School Year Services (ESY)

At the end of each school year, questions continue to arise concerning the obligation of school districts in providing ESY services. As you are aware, each year as IEP teams develop/revise student's IEP's, there must be a consideration of an individual student's need for ESY services. There are several factors that need to be considered when establishing eligibility for services:

- Degree of regression/time for skill recoupment
- Degree of disability
- Parent skills and abilities -- the ability of the student's parent to provide educational structure at home
- The student rate of progress (when compared to other children with the same or similar disability)
- Teacher and parent interviews and recommendations
- Data-based observations of the pupil
- Consideration of any behavioral/physical problems
- Least Restrictive Environment considerations (the ability of the student to interact with non-disabled peers)
- The availability of alternative (community) resources for serving the student
- Areas in the student's program/curriculum which require continuous attention, and
- Consideration of the student's vocational needs

The regression-recoupment factor is related to the amount of time required to relearn skills or behaviors that becomes so significant as to interfere with ongoing educational progress. While this is but one area of consideration, it is necessary for schools to have in place a system to allow for its documentation. This may be done through data collection prior to and after an extended break in the school year (i.e., Christmas holiday, spring break, etc.).


The IEP team's decision regarding ESY services must be based on data collection. This can be determined through record reviews, interview with parents and students and classroom-based checklist of skills taught, retained and/or lost. Additionally, LRE, the availability of community resources and curriculum needs must be considered as well. Documentation on the IEP should include both the decision and explanation on how the decision was determined. If the team feels that there is inadequate information to support a decision regarding ESY services, there should be a clear/concise statement as to when the decision will be made and the data that must be collected to make that decision.



TENNESSEE
STATE DEPARTMENT OF EDUCATION
OFFICE OF COMMISSIONER
NASHVILLE, TENNESSEE 37243-0375

MEMORANDUM

TO: Special Education Supervisors

FROM:  Joseph E. Fisher, Assistant Commissioner

RE: Least Restrictive Environment for Preschool Eligible Children

DATE: January 10, 2000

The purpose of this memorandum is to provide guidance concerning the least restrictive environment (LRE) requirements for early childhood special education services. LRE provisions required by the Individuals with Disabilities Education Act (IDEA) at 34 C.F.R. 300.552 apply to all children ages 3 through 21 whom meet eligibility criteria for special education. Providing services in the least restrictive environment for preschoolers is a challenge but a variety of options must be considered as a part of developing the individualized education plan (IEP).

The IEP team completes the necessary steps to determine eligibility and then develops appropriate goals and objectives based on the child's levels of performance within the general curriculum framework. After the goals are developed, the IEP team determines what services are needed. Next, the appropriate placement for the child is considered. A continuum of placement options should be considered. The IEP team is required to provide a placement that is in the least restrictive environment, individualized and appropriate for *each* child in order to provide a free appropriate public education (FAPE).

A child with a disability may spend the entire day with non-disabled peers, or just be included for short segments of the classroom schedule. Providing an LRE for preschool children may be in a variety of settings.

- Community-based ChildCare: Children attend nonprofit and for profit preschools and child care centers located outside of public school buildings.
- Head Start programs: Children attend programs which Head Start agencies fund and organize.
- Public School Early Childhood Education: Children attend early childhood and early childhood special education classes in public schools.

- Public School-Head Start Combination programs: Children attend Head Start classrooms away from or within public school buildings.
- Public School ChildCare: Children attend tuition based childcare programs organized by the public school system.
- Dual Enrollment: Children divide their days between early childhood education programs and inclusive or nonintegrated special education programs.
- Early Childhood Special Education Classroom: Children with disabilities are placed where there are kindergarten children without disabilities.

The IEP team should determine what inclusion activities are required to provide a regular educational environment and to determine the educational benefits of the inclusive activities. If children are placed in either early childhood special education classes in settings that don't have kindergarten children or are placed in separate schools that do not have children without disabilities then documentation of the reason(s) for the placement must be provided on the IEP.

Providing services in the least restrictive environment for eligible preschoolers is a challenge that school districts must address to comply with IDEA requirements to provide FAPE for eligible preschool children. You are encouraged to contact the Regional Resource Centers should you need technical assistance and/or training.

CC: Regional Resource Coordinators
 Early Childhood Consultants
 Compliance Consultants